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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
Administration for Children, Youth and Families
Children's Bureau
National Center on Child Abuse and Neglect

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CAREERS IN CHILD ABUSE & NEGLECT

MANY WAYS TO HELP

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
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Introduction

Since the early 1960's our society has become more aware of a tragic problem -- the abuse and neglect of our nation's children. Every year there are close to a million reports of child abuse and neglect. Estimates of cases that go unreported are even higher. Fortunately, the research and studies of the past few years are beginning to show results. More programs are becoming available to help abused and neglected children and their families. Also, many communities are working on ways of preventing child abuse and neglect before it starts. All of this activity involves many people working in a variety of careers and professions to help deal with the problem of child abuse and neglect. If you think you might be interested in this field, there are many ways that you can help.

If you are considering a career in the field of child abuse and neglect, there are a number of questions which you should ask yourself. You should think about your own personality, interests, and skills. Do you like to work with people? Are you sensitive to others' needs? Are you able to function in a crisis situation? Do you like to make decisions? Questions such as these can help you decide what type of career is right for you. You also will have to think about the particular area of child abuse and neglect in which you wish to work. What aspects of working in the field of child abuse and neglect most interest you? You might want to tackle some of the legal issues involved, perhaps by working in the area of children's rights. Maybe you will want to work directly with abused and neglected children and their families through social service, medical, or educational programs. Or you might consider a number of community activities that can help prevent child abuse and neglect before it starts.

This publication will describe a number of careers and professions through which you could bring help to troubled children and parents. In the back of this pamphlet are lists of films, books, and organizations that will help you find out more about the careers mentioned and about child abuse and neglect itself.

We hope these suggestions will help you become aware of the career alternatives available and will encourage you to look for more information on those that interest you most. Try to be realistic in thinking about what you might like to do. Some jobs require several years of advanced training or education after high school. Other jobs require only on-the-job training or brief periods of special education. We have tried to indicate a wide range of opportunities within each field. You should consider the amount of time and effort you are willing -- and able -- to spend preparing for your career.

Careers in the Social Services

Most communities have public and private social service agencies that are responsible for protecting children and providing them with help. The people who work for such agencies are directly involved in working with abused and neglected children and their families. In fact, the first career you may be thinking about if you want to work in child abuse and neglect may be that of a social worker. No other professional works as closely with a child and with the family when abuse or neglect has been brought to the attention of an agency as a suspected problem.

A social worker is responsible for investigating all reports of suspected abuse and neglect and for deciding how to help the child and the family if child maltreatment has taken place. Social workers provide help directly to children and parents through counseling and educational sessions. They help families receive services from other community agencies if, for example, they are having problems with housing or unemployment. The social worker is responsible for keeping in touch with the family and for making decisions about how the family is getting along.

Any student considering a career in social work should have a concern for people and an ability to work with them in emotional situations. He or she should also be prepared to make many sensitive and difficult decisions. A social work career requires at least four years of college study, and many positions require an additional two years or more of graduate work. Many schools have academic programs in the field of social work at both the undergraduate and graduate levels and can provide you with information about their programs.

However, there are other positions that require less time and training. These are often known as paraprofessional careers. In the social work field, the social service assistant and the case aide are two examples of this type of career. These professionals aid the social worker, work directly with the family, and as a result, help make services available to a greater number of people.

Careers in Medicine

Medical personnel are in a unique position to watch for signs that child neglect and abuse has occurred or may be likely to occur. Doctors, nurses, and dentists routinely see many children and families and are sensitive to changes in behavior or in physical health that could suggest family problems. Since health professionals are responsible for treating children with injuries, they can be alert to injuries that may have been the result of deliberate child maltreatment and notify other professionals, such as social workers, of their suspicions.

In addition to treating children for health problems, health professionals can play an important role in preventing abuse and neglect by working with families to encourage good health practices and by providing parents with information about child health and development. They also may work with families in which child abuse or child neglect has occurred by giving them advice and counseling. Some families may feel more comfortable in receiving help from a doctor or nurse than they might from other professionals.

If you are considering a career as a doctor, nurse, or dentist, you will need a good academic background because all of these careers require many years of study following high school. Again, schools of nursing, medicine, or dentistry can provide detailed information on different types of programs.

Other careers in this field requiring less training or schooling include nurse's aides and hospital attendants. Most of these positions have on-the-job training lasting from several weeks to a few months. There are other paraprofessional positions in which the employer provides the necessary training. One such position is the homemaker-home health aide for which there are various types of training programs usually requiring between 40 to 120 hours to complete.

Careers in Mental Health

While medical personnel are primarily responsible for treating physical ailments, mental health personnel concentrate on emotional problems. Because of their understanding of emotional difficulties, mental health personnel can play a special role in helping troubled parents who have mistreated their children or who may be in danger of doing so. These professionals are also critically important in helping abused or neglected children recover from their difficult experiences. Mental health professionals such as psychiatrists, psychologists, and psychiatric social workers provide treatment for children and parents through counseling and therapy. There are also interesting new methods of working with families including art, music, and dance therapy. Moreover, mental health professionals often do important community work to help prevent child abuse and neglect. They may run therapy groups and self-help groups for parents (like Parents Anonymous), or offer counseling, sometimes over the telephone on special helplines set up for troubled parents and children.

Students considering a career in psychology, psychiatry, or counseling need a good academic record and good communication skills. Most positions in these fields require four years of college with a major in psychology or a related subject, as well as a number of years of graduate study.

Examples of some paraprofessional positions in this field include psychiatric or mental health technicians. These paraprofessionals provide care and treatment for mentally ill and developmentally disabled individuals. They also help prepare treatment plans and work with professionals in carrying them out. Candidates for this type of work are required to complete one or two years of specialized study in a hospital or community college program.

Careers in the Law

While they are not usually directly involved with parents and children for long periods of time, lawyers and other legal personnel can play a vital role in child abuse and child neglect cases. Some instances of child abuse or neglect are brought into the courts, and both the child and the parents need lawyers to represent them. The area of children's rights is of growing interest in the field of law and some lawyers choose to make this their specialty. Lawyers play an important role as "child advocates," protecting the rights and interests of children in our society.

If you are interested in becoming a lawyer, once again you must be prepared for more studying. Following four years of college, you will need usually three years of law school.

There are, however, still ways of working in the legal system without going to law school. As a legal assistant, often known as a paralegal, you work closely with the lawyer in preparing cases for court, doing legal research, and interviewing clients, among other things. There are some schools which offer special courses of study for becoming a paralegal. Because this profession is so new, requirements vary from school to school and from employer to employer.

Careers in Law Enforcement

Police officers are often first on the scene when a case of suspected child abuse is reported, perhaps by a friend or neighbor who has observed it. Some large police departments have officers or units especially trained to respond to reports of child abuse and neglect. Police officers must know how to identify child abuse and neglect and how to conduct an investigation to determine whether abuse and neglect has actually taken place. Law enforcement personnel work closely with other professionals, such as those in social service agencies, in seeing that families with problems are identified and that they receive needed treatment or services.

Police officers can also play an important part in preventing child abuse by taking part in activities that reach out to the community through public awareness and public education programs.

Students interested in law enforcement work must be prepared to work with all types of people and be able to face all kinds of situations, including dangerous ones. Following high school, from one to two more years of training is usually required for police work. Some law enforcement positions require more.

Careers in Education

The professionals who spend the most time working with children in the normal course of their job are teachers. Teachers watch children over long periods of time and are aware of changes in behavior and appearance that may lead them to suspect cases of child abuse or child neglect. Teachers often learn a lot about a child's home life and have the chance to see how parents behave with their children. The teacher's knowledge can provide important clues to help identify abuse or neglect. Teachers may also be able to prevent abuse or neglect before it occurs by working with parents when they suspect a problem, or by alerting other professionals who may be able to help.

Some teachers work directly with abused or neglected children in special education programs designed to help these children overcome physical and emotional handicaps. Many teachers contribute their time to community outreach and parent education programs which help to prevent abuse and neglect.

Students interested in teaching at the early childhood education, elementary, or high school levels should have a good academic background, an interest in education, and a love of children. Four years of college is a prerequisite for most teaching positions. Other requirements will vary depending on type of school and grade to be taught. Many teaching positions require some graduate-level training.

Other Opportunities to Help

A number of professionals are involved in indirect but still important ways with the field of child abuse and neglect. Researchers, program administrators, and policy makers on the federal, state, and local levels make decisions and develop knowledge that make a difference. These professionals are one step removed from working directly with children, but they play a crucial role in their lives nonetheless. They plan, organize, coordinate, and evaluate services, resources, and information. They support research activities to increase our knowledge. They establish policy, and have made child abuse and neglect national concerns so that we may better diagnose, understand, and treat these problems.

Volunteering Time and Talents

Volunteers comprise a special category of persons working in this field. Two main types of volunteers are usually involved in child abuse and neglect. Volunteer professionals -- such as the clergy, artists, musicians, lawyers, and others -- donate their time to provide treatment, to give advice, and to protect and help children in many ways by the use of their professional skills. Nonprofessional volunteers assist a variety of public and private programs. These volunteers often work directly with parents and children, for example, as parent aides. Parent aides work with social service agencies to help families by providing the parent with someone to talk to and, for example, by providing transportation to a clinic, helping with the shopping, or emergency babysitting. Other volunteers, working as homemakers, help with in-home services, such as cleaning, child care, or cooking for a sick or recuperating parent. Nonprofessional volunteers also serve as helpline counselors and in supportive roles, such as fund-raisers and clerical workers, in community programs.

Training for volunteers is as varied as the things they do. Sometimes professional qualifications are necessary. But often just the desire to help and the training provided by the program in which the volunteer will be working is enough.

Where to Go From Here

Not everyone is suited for work in the "helping professions," especially in the field of child abuse and neglect. To decide whether such a career is right for you, you need to think about your interests, your strengths, your weaknesses. And you need a realistic understanding of the commitment necessary for careers in the field and of career opportunities. We have tried in this booklet to explore a variety of jobs that professionals and nonprofessionals do in the field of child abuse and neglect and to help you, the student, think about the capacity in which you might want to work.

How should you start exploring careers in these professions? A good place to start is your school or public library. Contact professional organizations and associations. Talk to your teachers and school counselors. Also talk to professionals in your selected field, to students who are preparing for their careers, and to volunteers working with child abuse and neglect and similar programs. An excellent idea is to volunteer yourself and to test your interests and skills in the field that you think you want to enter.

You might also want to look at some of the materials in the bibliography about child abuse and neglect and careers in this field. We have also included listings of professional organizations and associations and of audiovisual materials that might be helpful and informative. You could write to the organizations listed for answers to specific questions about your career interest.

Good luck in your careers, and your tomorrows.

Bibliography

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A pamphlet containing an overview of child abuse and neglect, including case studies and psychiatric and legal implications of child abuse.

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A handbook for training law enforcement officers in crisis intervention and conflict management, presenting techniques to help police handle family conflicts safely, without the use of force or arrest.

Bell, T. R. *Child Abuse and Neglect Programs in the Community.* Milwaukee: Wisconsin University, Midwest Parent-Child Welfare Resource Center, 1977.
A compilation of printed and audiovisual materials that would be useful in establishing and maintaining a community child abuse and neglect program.

California State College. *Child Abuse: Its Detection, Management and Efforts at Prevention.* Bakersfield, Calif.: California State College, Division of Extended Studies, 1978.
Conference proceedings on the detection, management and prevention of child abuse, including the problems of working in the field from a social worker's perspective.

Caplan, F. *Parents' Yellow Pages.* Garden City, N.Y.: Anchor Press-Doubleday, 1978.
A crisis source book for parents, including a general information guide concerning children's problems and inventories of community resources.

Cavallaro, Ann. *The Physician's Associate: A New Career in Health Care.* Nashville: Thomas Nelson, Inc. Publishers, 1978.
Guide to career opportunities, information on applying to training programs, and descriptions of types of physician's assistant training programs.

Gagnon, J. H., and Simon, W. *Sexual Encounters Between Adults and Children.* New York: Behavioral Publications, 1974.
A study guide for those interested in sexual abuse of children by adults.

Hartberger, Neil. *Your Career in Teaching.* New York: ARCO Publishing Inc., 1979.
Includes chapters on pre-elementary teachers, special education teachers, and teacher aides.

Hofflin, Ruth. *Careers in Home Economics.* Toronto: The Macmillan Co., 1970. Describes career qualifications, professional educational requirements, and career opportunities including family and child development positions.

Huebener, Theodore. *Special Education Careers. Training the Handicapped*

Child. New York: Franklin Watts, 1977.
Brief descriptions of types of special education; includes the socially maladjusted and emotionally disturbed child.

Hyde, Margaret Oldroyd. *Hotline!* New York: McGraw-Hill Book Co., 1976.
Describes operation of types of hotlines; includes national directory of hotline services and child protection hotlines.

Kalisch, B. J. *Child Abuse and Neglect. An Annotated Bibliography.* Westport, Conn.: Greenwood Press, 1978.
Over 2,000 publications on child maltreatment including books, book chapters, journal articles, government documents, reports of special investigative committees, conference proceedings and doctoral dissertations.

Layton, M. J. *Danny's Difficult Days. Would You Tell?* New York: United Church of Christ, Commission for Racial Justice, 1978.
In comic book form, a story about physical abuse of an adolescent boy by his father.

Lee, Essie E. *Careers in the Health Field.* New York: Julian Messner, 1974.
Careers as supportive health personnel, including medical aides, therapists, administrative aides, child-care technicians, community health aides, family or home health aides, family planning counselor.

Munro, Diane P. *Police Careers for Women.* New York: Julian Messner, 1979.
Includes job description, needed qualifications, preparation for a law enforcement career, and career opportunities.

National Institute for Social Work Training. *Introduction to a Social Worker.* Reading, Massachusetts: Allan and Unwin, Inc., 1977.
An introduction to social casework written for beginning students. Brief survey of methods of social work and a series of case studies.

Piccard, Betty J. *An Introduction to Social Work: A Primer.* Homewood, Illinois: Dorsey Press, 1975.
An undergraduate text covering basic issues in social work policy and practice written for beginning students. Overview of different types of social work, including work with families, groups, and communities.

Salvation Army. *A Child in Our Midst -- A Study Course on Keeping Children Safe From Abuse.* New York: Salvation Army.
A guide to help community groups, particularly those church-related, to cope with the problem of child abuse and neglect.

Splaver, Sarah. *Career Choices in Psychology.* New York: Julian Messner, 1976.
Discusses career opportunities in psychology and related fields in-

cluding personal qualifications and educational requirements.

----------. *Paraprofessionals. Careers of the Future and the Present.* New York: Julian Messner, 1972.
Includes careers as education assistants, community aides, social work aides, counselor aides, legal assistants, medical paraprofessionals, mental health and human services paraprofessionals.

----------. *Your Career If You're Not Going to College.* New York: Julian Messner, 1973.
Includes discussion of careers in protective services and health services.

Strachan, Margaret P. *Volunteering. A Practical Guide for Teenagers.* New York: Ives Washburn, Inc., 1971.
Includes chapter on volunteer opportunities related to a social work career, working with mentally and physically handicapped children.

Sweeney, James P. *Health Care Careers.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.
Discusses preparation and opportunities available in a variety of careers including nursing, medical social work, therapy, and other fields of medicine.

Swinger, Elinor Porter. *Careers in the Legal Profession.* New York: Franklin Watts, 1977.
Discusses preparation for law school and admission to the bar as well as various legal specialities; includes descriptions of jobs as paralegal assistants and legal secretaries.

Texas State Department of Public Welfare. *Project Care: Child Advocacy Resources Expansion. Annual Report, FY 76.* Austin: Texas State Department of Public Welfare, 1976.
An overview of the program, designed to enhance services for families in crisis on military installations; includes appendices on job descriptions, services delivery, nursing bibliography, child abuse course curriculum.

U.S. Department of Labor. *Health Careers Guide Book.* Washington, D.C.: U.S. Government Printing Office, 1979.
Overview of health fields, guide to career planning, individual career descriptions and job requirements, and reference list of health organizations that provide health career information; includes careers in education, health services administration, medicine, nursing, psychology, social work, therapy.

Wischnitzer, Saul. *Barron's Guide to Medical, Dental, Allied Health Service Careers.* Woodbury, New York: Barron's Educational Series, Inc., 1977.
Listing of medical and dental schools, and schools with programs in allied health fields; includes admission policies, programs, occupational descriptions.

Younger, E. J. *Child Abuse. The Problem of the Abused and Neglected Child.* Sacramento: California State Department of Justice, 1976.

A pamphlet describing various types of child maltreatment, extent of the problem nationwide, characteristi of abusers, laws dealing with t problem, persons involved with abu and neglect, and treatment of p rents.

Appendix A

NCCAN USER MANUAL SERIES*

Child Protection: The Role of the Courts.
Provides users of the juvenile court with an understanding of the process and procedures of the court in hearing and deciding cases of child abuse and neglect. (OHDS 80-30256)

Child Protection in Military Communities.
Designed for use by military personnel involved in child advocacy efforts and for CPS personnel who may be working in conjunction with the military. (OHDS 80-30260)

Child Protective Services: A Guide for Workers.
Designed to assist CPS workers by presenting an introduction to issues, processes, and problems associated with child protective service delivery system. (OHDS 79-30203)

The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect.
Delineates the many roles of the educator in child maltreatment identification, treatment, and prevention. (OHDS 79-30172)

The Nurse's Role in the Prevention and Treatment of Child Abuse and Neglect.
Describes the many roles and responsibilities of nurses in child maltreatment identification, treatment, and prevention. (OHDS 79-30202)

Parent Aides in Child Abuse and Neglect Programs.
Designed for use by CPS, providing the specific information needed to develop and implement a parent aide program. (OHDS 79-30200)

Preventing Child Abuse and Neglect: A Guide for Staff in Residential Institutions.
Designed for use by institutional staff who are seeking to provide a more beneficial atmosphere for children. (80-30255)

Reaching Out: The Volunteer in Child Abuse and Neglect Programs.
Designed to inform prospective volunteers about the aspects of child maltreatment and to describe the various roles that a volunteer can play in helping families, parents, children, or agencies. (OHDS 79-30174)

The Role of Law Enforcement in the Prevention and Treatment of Child Abuse and Neglect.
Delineates the various roles and responsibilities of law enforcement in

* Single copies of publications in this series are available without charge from: The Government Printing Office, SLDS, Dept. 76, Washington, D.C. 20401.

child abuse and neglect identification, treatment and prevention. (OHDS 79-30193)

The Role of the Mental Health Professional in the Prevention and Treatment of Child Abuse and Neglect. Delineates the many roles of the mental health professional in ch abuse and neglect identificati treatment and prevention; also signed for use by a wide range both public and private men health facilities and individual pra tioners. (OHDS 79-30194)

Appendix B

FICTIONAL ACCOUNTS OF CHILD ABUSE AND NEGLECT

The following novels are fictional accounts of child abuse and neglect. They may be helpful in giving you some insight into child abuse and neglect from a child's point of view. Ask your school or local public library librarian for help in locating these books.

Anderson, Mary. *Step on a Crack.* (Atheneum, 1979) Grades 6-8.

Bauer, M. *Foster Child.* (Dell 1977) Paperback. Grade 5-up.

Bradbury, Bianca. *Those Traver Kids.* (Houghton Mifflin, 1972) Grades 3-7.

Greene, Bette. *The Summer of My German Soldier.* (Bantam, 1974) Paperback. Grade 7-up.

Hunt, Irene. *The Lottery Rose.* (Gosset and Dunlap, 1978) Paperback. Grades 7-10.

Rabe, Berneice. *Rass.* (Elsevier-Nelson, 1973) Grades 5-9.

Roberts, Willo D. *Don't Hurt Laurie!* (Atheneum, 1977) Grades 4-6.

Smith, Doris B. *Tough Chauncey.* (Morrow, 1974) Grades 5-9.

Appendix C

AUDIOVISUAL MATERIALS

Am I the Future? color 16 mm film (6 min.), 1979.
Available from: Dave Adams Films, P.O. Box 43754,
Las Vegas, NV 89104
A 15-year-old boy's thoughts on what it is to be a child and a victim of abuse,
the results of the abuse.

Child Abuse – Don't Hide the Hurt. color 16 mm film (12 min.), 1978.
Available from: AIMS Instructional Media, Inc., 626 Justin Ave.,
Glendale, CA 91201
Rental price: $25
A dramatization of a young boy victimized by his father, presenting the reality
child maltreatment to his classmates.

Cipher in the Snow. color 16 mm film (23 min.), 1973.
Available from: Brigham Young University, Media Marketing W-STAD,
Provo, UT 84602
Rental price: $14 for first day, $2 each additional day
The story of a boy who dies suddenly, a victim of emotional neglect, both
home and in school.

Cum Laude, Cum Lonely. color 16 mm film (27 min.), 1976.
Available from: Media Guild, 118 S. Acacia, Solano Beach, CA 92075
Rental price: $35
A depiction of the emotional impact of parental disinterest on a young man.

Home Sweet Home. color 16 mm film (15 min.), 1973.
Available from: Agency for Instructional Television, Box A,
1111 W. 17th St., Bloomington, IN 47401
A presentation comparing and contrasting 2 boys and their families, designed
help students cope with feelings of mistreatment.

Socio-Drama. black & white 1/2" videotape (20 min.), 1979.
Available from: New Jersey Division of Youth and Family Services,
1 South Montgomery St., Trenton, NJ 08652
Free rental
A high-school classroom skit examining the multi-problem aspects of child
treatment while presenting the human side of the abusing parent.

War of the Eggs. color or black & white 16 mm film (27 min.), 1971.
Available from: Paulist Productions, P.O. Box 1057,
Pacific Palisades, CA 90272
Rental price: color, $19; b & w, $13

A dramatization of a case of child abuse, following the case from the hospital emergency room to a psychiatric counseling session.

Who Do You Tell? color 16 mm film or 3/4" videocassette (11 min), 1977.
Available from: Motorola Teleprograms, Inc., 4825 N. Scott St.,
Schiller Park, IL 60176
Rental price: $25
An animated film encouraging children to talk about their problems.

Appendix D

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

American Academy of Family Physicians
1740 West 92nd Street
Kansas City, MO 64114

American Academy of Health Administration
P.O. Box 5518
1-30 at Summerhill Road
Texarkana, TX 75503

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60204

American Academy of Physicians Assistants
2341 Jefferson Davis Highway
Suite 700
Arlington, VA 22202

American Art Therapy Association
c/o Intermanagement
One Cedar Boulevard
Pittsburgh, PA 15228

American Association for Music Therapy
Education Building
35 West 4th Street
New York, NY 10003

American Association for Rehabilitation Therapy
Box 93
North Little Rock, AR 72116

American Association of Dental Schools
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

American Association of Medical Assistants
1 E. Wacker Drive, Suite 1510
Chicago, IL 60601

American College of Nurse-Midwives
1000 Vermont Avenue, N.W.
Suite 1210
Washington, D.C. 20005

American Corrective Therapy Association
Rte. 2, Box 192A
Jonesboro, TN 37659

American Dance Therapy Association
2000 Century, Plaza, Suite 230
Columbia, MD 21044

American Dental Assistants Association
211 E. Chicago Avenue, Suite 1230
Chicago, IL 60611

American Dental Association
211 E. Chicago Avenue
Chicago, IL 60611

American Dental Hygienists' Association
211 E. Chicago Avenue, Suite 1616
Chicago, IL 60611

American Dietetic Association
430 N. Michigan Avenue
Chicago, IL 60611

American Medical Association
Dept. of Health Manpower
535 N. Dearborn Street
Chicago, IL 60610

American Medical Record
Association
875 N. Michigan Avenue, Suite 1850
Chicago, IL 60611

American Physical Therapy
Association
1156 15th Street, N.W. Suite 500
Washington, D.C. 20005

American Psychiatric Association
1700 18th Street, N.W.
Washington, D.C. 20009

American School Health Association
Box 708
Kent, OH 44240

American Society of Allied
Health Professions
One Dupont Circle, N.W., Suite 300
Washington, D.C. 20036

American Speech and Hearing
Association
10801 Rockville Pike
Rockville, MD 20852

Association of Medical Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

Association of Medical Rehabilitation
Directors & Coordinators
3830 Linklea Drive
Houston, TX 77025

Association of Schools of Public
Health
1825 N Street, N.W., Suite 707
Washington, D.C. 20006

Association of University Programs
in Health Administration
One Dupont Circle, Suite 420
Washington, D.C. 20036

Council on Social Work Education
345 E. 46th Street
New York, NY 10017

National Association for Mental Health
1800 N. Kent Street
Arlington, VA 22209

National Association for Music
Therapy
Box 610
Lawrence, KS 66044

National Association for Practical
Nurse Education and Service
122 E. 42nd Street
New York, NY 10017

National Association of Human Services
Technologists
1127 11th Street, Main Floor
Sacramento, CA 95814

National Association of Social
Workers
1425 H Street, N.W., Suite 600
Washington, D.C. 20005

National Council for Homemaker-Home
Health Aide Services
67 Irving Place
New York, NY 10003

National Dental Association
734 15th Street, N.W.
Washington, D.C. 20005

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